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GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

July 18, 2003

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Thomas D. Watkins, Jr.

**SUBJECT:** Approval of Criteria for the 2003-2004 No Child Left Behind Act, Title II, Part A(1) for State Activities Developing Leadership of High Priority Schools

The No Child Left Behind Act of 2001 authorizes use of a portion of the state's Title II funding for state activities to support teacher and principal professional development as defined within Title II, Part A(1) of the legislation.

For fiscal year 2003, \$904,764 is available to fund competitive grant awards for development of coaches for principals out of the Title II, Part A(1) funds. The Office of Professional Preparation Services proposes to manage a competitive process for awarding grants from the available funds to develop a group of excellent educators to provide coaching to principals of schools on the lists of those not making Adequate Yearly Progress (AYP). The program is intended to provide consistent, high level professional development to prepare excellent educators to work closely with principals of designated schools to increase student achievement.

Attachment A, titled "Guidelines and Instructions for Title II, Part A(1) – State Activities Competitive Grant Opportunity" provides background information and the proposed criteria for the 2003-2004 competition.

It is recommended that the State Board of Education approve the Criteria for the 2003-2004 No Child Left Behind Act, Title II, Part A(1): Improving Teacher Quality State Activities Competitive Grants Program, as described in the Superintendent's memorandum dated July 18, 2003.

STATE BOARD OF EDUCATION

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**Guidelines and Instructions for  
Title II, Part A(1) – State Activities Competitive Grant Opportunity**

The State Board of Education has adopted as its Strategic Goal “Attain substantial and meaningful improvement in academic achievement for all students/children, with primary emphasis on chronically under-performing schools and students.” In addition, the State Board has adopted the following five Strategic Initiatives and adopted policy recommendations in each area to implement the goal:

- Ensuring Excellent Educators  
Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives.

**BACKGROUND/PURPOSE OF GRANT**

☒ Competitive      ☐ Formula      ☐ New      ☐ Continuation

The No Child Left Behind (NCLB) Act of 2001 authorizes a new teacher and principal professional development competitive grant program delimited within Title II, Part A, of the legislation. This competitive grant opportunity supports the training of coaches to provide assistance to teachers and administrators to improve the ability to collect, manage and analyze data to improve teaching, decision-making, school improvement efforts, and accountability as defined in Section 2113(c) of the Act.

**TOTAL FUNDS AVAILABLE**

For fiscal year 2002-2003, there is approximately \$904,764 available to fund this competitive grant opportunity. The Office of Professional Preparation Services proposes to manage a competitive process for the awarding of the available funds.

**LEGISLATION**

President Bush signed the Elementary and Secondary Education Act, No Child Left Behind Act of 2001, into law on January 8, 2002. The legislation focuses on improving student achievement for all students, especially children in the nation’s most disadvantaged schools and communities. Title II, Part A(1) authorizes states to use these funds to carry out one or more of 18 defined activities through a grant or contract with a for-profit or nonprofit entity.

## **RATIONALE FOR CRITERIA/STATE BOARD OF EDUCATION PRIORITIES**

Title II, Part A(1) further assists the State Board of Education with the goal of prioritizing service to low-performing schools. The program addresses the Strategic Initiatives of Ensuring Excellent Educators and Elevating Educational Leadership because priority is given to applicants for training of High Priority Coaches to assist school leaders to accomplish school improvement goals.

### **CRITERIA**

☒ Defined in Legislation      ☐ Defined in Department's Grant      ☐ Proposed by Staff

Consistent with the priorities and criteria it has announced for selection of grant recipients, including priority consideration to grants that implement particular recommendations of the State Board's Ensuring Excellent Educators and Elevating Educational Leadership Task Forces and its Board-adopted policy recommendations, the MDE must make this award of the Title II, Part A(1) State Activities Grant funds to support the following:

Support to high priority schools through support that ensures:

Principals have the instructional leadership skills to help them work more effectively with teachers in order that students master core academic subjects consistent with the recommendations of the State Board of Education Task Force on Elevating Educational Leadership;

Development and provision of assistance to high priority schools and corresponding principals so that their schools will realize increased student learning; and

Principals have the knowledge and skills to assist teachers in using challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement.

### **ELIGIBLE APPLICANTS**

Eligible applicants are for-profit and nonprofit professional educational organizations, intermediate school districts and/or institutions of higher education.

Applicants will collaborate with for-profit and/or nonprofit professional educational organizations, and/or K-12 educational institutions, and/or intermediate school districts, and/or institutions of higher education in preparing and implementing the proposed project. Any one of the collaborators may serve as the fiscal agent for the project.

In recognition of the importance of the State Board of Education's commitment to ensure quality educators in chronically under-performing schools, applicants will ensure appropriate training for coaches to serve the specific needs of Michigan's list of high priority schools.

**OFFICE ADMINISTERING GRANT**

Office of Professional Preparation Services

**PROGRAM ADMINISTERING GRANT**

Program Preparation and Continuing Education Unit

**PROGRAM CONTACT**

Cheryl L. Poole at (517) 241-4546 or [PooleCL@michigan.gov](mailto:PooleCL@michigan.gov).

**2002-2003 NO CHILD LEFT BEHIND ACT, TITLE II, Part A(1)  
STATE ACTIVITIES COMPETITIVE GRANT OPPORTUNITY**

**TITLE II OF P.L. 107-110**

**Pursuant to Section 2113 (c) of No Child Left Behind – Title II, Part A(1) State Activities  
for Preparing, Training and Recruiting High Quality Teachers and Principals**

**FEDERAL CFDA Number 84.367A**

**GENERAL INFORMATION AND PROGRAM GUIDELINES**

The enclosed materials provide application information to for-profit and nonprofit professional educational organizations, intermediate school districts and colleges and universities to submit a proposal in this competitive grant process. The purpose of the program is to:

Build state-wide capacity for assisting principals of high priority schools by developing and implementing an Institute for High Priority Coaches;

- Develop and implement a single-model training curriculum for school reform/improvement that is research-based, focused on student achievement, reflective of practice, and engages the participant through experiential learning; and
- Develop and maintain an updated database of Coaches who have successfully completed training through the Institute for High Priority Coaches.

The Michigan Department of Education (MDE) will award up to \$904,764 to the applicant that demonstrates the most developed plan to fulfill the purposes stated above, demonstrates proven effectiveness in prior projects, and meets the criteria that follow.

Consistent with the priorities and criteria it has announced for selection of the grant recipient, the MDE must make the award for State Activities one that will create a resource pool for high priority schools of knowledgeable educators (Coaches) who have been trained in a coherent model of school reform/improvement, and who are available to assist high priority schools in their ongoing efforts to increase student achievement. (LEAs are expected to use federal funds appropriate for this purpose to contract with trained coaches.)

**A. CRITERIA**

- Applicant will collaborate with professional educational organizations, K-12 educational institutions, intermediate school districts, and/or institutions of higher education in preparing and implementing the proposed project.
- The Core Faculty (trainers/facilitators) of the Institute for High Priority Coaches will represent a variety of educational experiences – current practitioners as teachers and/or administrators in K-12 settings and/or intermediate school districts, instructors of institutions of higher education, consultants in the area of leadership development, and/or school reform/improvement. Special attention will be given to representation of urban educational perspectives.

- Regional institutes will be established in at least three geographically represented areas of high priority schools.
- Participants in the Institute for High Priority Coaches will come from current practitioners such as teachers and/or administrators in K-12 and/or intermediate school districts, retired school personnel, and consultants in the area of school reform/improvement and who are representative of the geographic distribution of Michigan's high priority schools.
- Applicant will prepare and maintain a database throughout the life of the project for use by the Michigan Department of Education that is accessible to the schools that contains contact information on each participant.
- Applicant will indicate how the project will be extended beyond the initial grant to prepare additional cohorts of trained coaches.

Applicant will include as part of the proposal an independent evaluation to measure the impact of training on coaching effectiveness and on student achievement in the participating schools.

Training of the High Priority Coaches will be designed using the following themes and in an instructive manner congruent with adult learning theory, sustained to include ongoing learning imbedded in practical application that is continuously reflective, and uses a framework of experiential learning.

- Coaching for School Reform – the process of consulting and working with school staff. Site-specific consultation model such as Process Consultation by Edgar Schein.
  - School Climate – the process of inquiry to analyze school dynamics and practical strategies for promoting positive change.
  - Instructional Leadership – the role of the principal in school reform.
  - Data Collection and Analysis – developing systemic data collection, analysis of student progress and its use in decision-making and informing instruction.
  - Instructional Design and Delivery – the process of identifying and modifying instructional practices. Focus on student learning in Literacy and Math.
  - Student Engagement – practical strategies of setting behavioral expectations.
  - Distributive Leadership – the process of developing broad-based leadership in schools.
  - Utilization of Resources – understanding how both human and financial resources can be maximized.
  - Involving the Community – understanding how to create meaningful and sustainable models of parent/community involvement.
  - Organizational Dynamics – understanding the support environment of high priority schools within their districts.
- The timeline of the project will ensure the first cohort of High Priority Coaches will occur by June 2004.

## **B. DISTRIBUTION OF GRANT FUNDS**

It is anticipated that a single award will be made up to \$904,764.

If the allocated amount of funds for any category is not awarded, then the remaining funds will be used to support projects in other Title II categories.

One hundred percent of the allocation will be made in compliance with federal guidelines.

## **C. ELIGIBLE APPLICANTS**

Eligible applicants are for-profit and nonprofit professional educational organizations, intermediate school districts and/or institutions of higher education.

Applicants will collaborate with for-profit and/or nonprofit professional educational organizations, and/or K-12 educational institutions, and/or intermediate school districts, and/or institutions of higher education in preparing and implementing the proposed project. Any one of the collaborators may serve as the fiscal agent for the project.

Each collaborator on the project must provide written evidence of:

- Past effectiveness in providing professional development for school reform that was focused, relevancy to the curriculum required for this project, an instructive manner congruent with adult learning theory, being sustained over time to maximize behavior change, being imbedded in practical application that is continuously reflective, and used a framework of experiential learning.

Documentation should include: title, dates and location of activities; number of individuals who participated; names and titles of instructional personnel; a summary of course/workshop content and activities (syllabus); and evidence of impact on professional practice at a minimum and data on improved student outcomes, the final evaluation report, recruitment procedures, and resulting materials or publications.

## **D. APPLICATION PROCEDURES**

Institutions/organizations interested in applying for a NCLB Title II, Part A(1) State Activities Grant must submit a completed application packet, including all required components.

The deadline for submission of an application is 4:00 p.m. on *August 29, 2003 or postmarked on August 27, 2003.*

*It is anticipated that the grant award will be announced in late September or early October.*

## **E. REQUIRED COMPONENTS**

All projects recommended for funding must:

- Be clearly aligned with the National Staff Development Standards and Michigan's Teaching and Learning Standards;

- Be collaboratively planned by all partners. (*See Form IVb, Verification of Collaborative Planning*);
- Indicate clearly the details of educators who will participate in training to become High Priority Coaches and the schools that will serve as ultimate end-users of the High Priority Coaches;

Identify the current, scientifically-based research on which the proposed professional development processes are founded or, at a minimum, cite evidence-based professional development theory that will be used in the proposed project;

- Describe the training scope and sequence of what the coaches will learn and be able to do; and
- Use various technologies for project implementation in support of the advancement of coach and principal technology competence.

## **F. SELECTION OF AWARD RECIPIENTS**

Grants will be awarded through a competitive review process. The review and scoring of each application will be based on criteria that supports sustained and intensive high-quality professional learning processes, based on the most current research about how to assist persistently low-performing schools to increase student learning.

Multiple reviewers including (at a minimum) representatives from ISDs, professional educational organizations, and institutions of higher education, will review all applications.

Using a numerical scoring system, this process is intended to identify the application that proposes development of a cohort of knowledgeable and skilled High Priority Coaches who can make a difference in their work with Michigan's high priority schools.

Once recommended by reviewers, the final award is dependent upon the availability of funds and the size of the final budget negotiated for each project.

## **G. FINAL REPORT**

The final report for a project funded in this category must include, at a minimum, the following information:

- The amount of funds under the grant or subgrant;
  - How the grantee or subgrantee used the funds;
  - The total cost of project activities;
  - Any share of the cost provided from other sources;
  - Other records to facilitate an effective audit;
- Records of participating educators, evidence of classroom impact, or at a minimum, evidence of change of practice.

## **H. WHERE TO OBTAIN HELP**

The instructions contained in these materials are issued by the Michigan Department of Education, which is the sole point of contact in the state for this program.

Questions regarding applications should be directed to:

**Cheryl L. Poole**  
**Office of Professional Preparation Services**  
**Michigan Department of Education**  
**P.O. Box 30008**  
**Lansing, Michigan 48909**  
**Telephone: (517) 241-4546**  
**Email: PooleCL@michigan.gov**